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ABSTRACT

The purpose of this guide is to assist principals of Chicago Public Schools in preparing for the 1983 Academy for Effective Schools and in tailoring 1983-84 school objectives and action plans to meet the needs of their local schools. Included in this booklet are: (1) a statement of possible instructional and attendance goals for 1983-84; (2) a description of how to conduct a needs assessment; (3) a description and a sample of printouts which the principal can use to obtain information on the achievement of each child and the distribution of stanines by grade; (4) a set of guidelines for coordinating Chapter I, Special Education, State Title I, Chapter II, Bilingual, and Equal Employment Opportunity programs with the school curriculum; (5) sample action plans for elementary and high schools; and (6) an action plan checklist. (KH)

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CHICAGO PUBLIC SCHOOLS

PRE-PLANNING GUIDE for 1983-84 School Year

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JUNE 1983

Ruth B. Love
General Superintendent of Schools

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PLANNING FOR THE 1983-84 SCHOOL YEAR

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INTRODUCTION

The purpose of this pre-planning guide is to assist principals in preparing for the 1983 Academy for Effective Schools and in tailoring the 1983-84 school objectives and action plans to meet the needs of their local schools.

The principal of a school is responsible for organizing the total resources of the school--the teachers, supportive staff, instructional materials, and both mandated and supplemental programs--in order to enhance the education of each individual child. This is no small task. It involves gathering information about students from teachers, achievement records, and other sources; coordinating the basic educational program of the school with other mandated or special programs and services; and making decisions on how to group children in a way that will best serve their educational needs.

In order to assist the principal with this task this booklet contains:

- a statement of possible instructional and attendance goals for the schools for 1983-84,
- a description of how to conduct a needs assessment,
- a description and a sample of printouts which the principal can use to obtain information on the achievement of each child and the distribution of stanines by grade,
- a set of guidelines for coordinating Chapter I, Special Education, State Title I, Chapter II, Bilingual, and EEO programs with the school curriculum, and
- sample action plans for elementary schools and high schools.

POSSIBLE SCHOOL OBJECTIVES 1983-84

The objectives stated here are representative of possible objectives for the coming school year. Final school objectives, in agreement with systemwide objectives in these and other areas, are currently being developed.

Instruction

Elementary School Reading

The median score for pupils at every grade level in reading as measured by last year's standardized achievement tests shall show a year's gain on this year's reading achievement tests (e.g., if the median score for third grade pupils in 1983 was 3.8, their median score as fourth graders should be 4.8).

At least ___ percent of the pupils in the Chicago Mastery Learning Reading Program shall have mastered the minimum required units for their grade.

Elementary School Mathematics

The median score for pupils at every grade level in mathematics as measured by last year's standardized achievement tests shall show a year's gain on this year's mathematics achievement tests (e.g., if the median score for third grade pupils in 1983 was 3.8, their median score as fourth graders should be 4.8).

At least ___ percent of the pupils shall have mastered the minimum required units for their grade in mathematics.

High School Objectives

Increase the median percentile in reading as measured by standardized achievement tests in reading in all four high school grades.

Increase the median percentile in mathematics as measured by standardized achievement tests in mathematics in all four high school grades.

Implement the High School Renaissance task force recommendations.

All students who did not pass the Minimum Proficiency Skills Test will be provided with instruction during the current year.

At least ___ percent of the students enrolled in regular English I, II, III, IV, pre-algebra, algebra, geometry, general science, biology, or foods shall pass 80 percent of the criterion-referenced tests in the subject area.

School Environment

Student Attendance

The student attendance rate will be at least ___ percent.

Suggested Rates for Student Attendance

	Elementary School					High School				
Current %	Below 92	92	93	94 and above	%	Below 85	85	86	87	88 and above
Goal %	92	93	94	95	%	85	87	88	89	90

Teacher Attendance

Increase teacher attendance to _____

(The minimum percent is 96 percent.)

NOTE: The final school attendance objectives are worked out with the district superintendent and established in relation to the principal's Management Accountability Plan (MAP) and previous school records.

NEEDS ASSESSMENT

What Is A Needs Assessment?

The needs assessment is a procedure for the careful identification of problem areas and their specific causes. The needs assessment serves several purposes. It can identify the extent of students' current achievement, either individually or by grade level, subject, or some other desired grouping. It can describe the nature and degree of proficiency of the teachers' skills, and reveal areas for improvement. It can identify community factors affecting students' achievement and can provide a means for determining parents' and community members' ideas of educational needs. Finally, it can provide information for making decisions about the allocation of resources, the areas of greatest need, and the kinds of programs needed.

How To Conduct A Needs Assessment

The process of conducting a needs assessment involves four steps:

- establishing the school's educational goals and standards of achievement,
- assessing current achievement,
- identifying problems by determining the disparities between actual and desired achievement, and pinpointing the causes of these disparities, and
- identifying the needs and deciding which are most important.

These tasks are best performed by a committee that includes representatives of all groups in the school community that have an interest in improving the educational program. In addition to the school's administrators, teachers, and paraprofessionals, the membership should include parents of students and representatives of interested community groups. In high schools, students could be included. Representatives of other groups, for instance, business, also may be invited to serve on the committee.

While the participation of local community people in all phases of planning is encouraged by the Board of Education and mandated by most funding agencies, there are other sound reasons for this participation. First, it provides a wide range of attitudes, knowledge, and philosophies that can be brought to bear on the task of assessing needs. Second, it gives the school increased public support and assistance. Third, it helps parents to understand better their children's education and enables them to contribute to, and participate in, the school program.

Types of Information Needed

Before needs can be determined, it is necessary to gather general information about your school including desired expectations.

Two kinds of data can be collected, objective ("hard") and subjective ("soft"). Objective data are facts and figures, gathered usually by examining test scores, demographic studies, professional research, school records, evaluation reports, and other sources. Included in this data should be information relating to the accomplishment of your 82-83 School Action Plan objectives. From the Department of Research and Evaluation, each elementary school will receive a new, comprehensive printout of key student characteristics. Additionally, the 83-84 citywide objectives should be available soon.

Subjective data consist of the comments, suggestions, and opinions expressed by parents, teachers, students, administrators, and community members, and the theories and ideas of scholars. They are usually gathered by questionnaires, surveys, interviews, meetings, or from reading in professional journals. Subjective data can be tabulated to identify the most frequent comments and opinions, or tabulated by groups, or simply listed.

It is also necessary to know the expectations of the pupils, parents and community. These expectations may differ from one school to another, depending upon what knowledge, abilities, and values the people of the community believe are most useful to their children.

Assessment of Statistics and Other Information

Once a comprehensive picture of the school's present status has been obtained, it should be compared to your school's educational expectations and to the 83-84 citywide objectives. This comparison will reveal gaps between actual and desired performance. These gaps indicate the problem areas. The problems should be clearly stated, including the size of the disparity. A clear description of problems will contribute to a more effective planning process.

It is not sufficient, however, to identify the problem area. A shortfall in performance could result from any one of several factors, i.e., learning disabilities of the students, inappropriate instructional materials or techniques, insufficient motivation for learning, or other reasons. Each would require a different type of program to solve the problem. The problem may be common to several schools, while the cause could be different for each. Thus the solution to the problem will be different for each school. This fact emphasizes the importance of a local needs assessment, conducted by and in the school community.

The new printout of citywide test statistics should be used in identifying problems. As part of its interpretation the principal should consider all of the data given on each student.

Establishment of New Objectives

Following the above procedure will result in a statement of needs for your school. These needs should be ranked in order of importance. Once the needs are stated and ranked, the school can decide upon its school objectives for the 83-84 school year. These new objectives should contain standards of achievement which are well developed and clearly stated.

DESCRIPTION OF NEW STATISTICS

In contrast to past years, test statistics for planning this year will be given on a pupil-by-pupil basis. For each grade level principals will receive a printout of the scores of individual pupils ranked by reading grade equivalent (G.E.) scores. (Please see the sample which follows this description.) In addition to reading scores for each pupil, G.E. scores in mathematics, reading and mathematics stanines, special codes (special education or bilingual), ages, mastery learning level, and last year's reading and mathematics scores adjusted for the new norms are listed for each pupil. There is also a summary of the stanine scores at the end of each grade.

The organization of this listing permits a principal or teacher to identify quickly the number of pupils and their names for any interval of scores. For example, if you want to know:

- the top 20 pupils in the fifth grade, go down the left hand column to pupil number 20 (Adams, Don on the sample).
- pupils who are considerably behind in reading, look down the reading stanine column until you find the first stanine 3. (Pupils at or below stanine 3 are considered behind in reading. By looking at the profile for these pupils some clues may be obtained about the program in which they should be placed.)
- how the overage pupils are doing, look for the asterisked ages in the "AGE DEC. 1" column. Check to find out how these pupils scored this year as compared to last year or where the pupil is in mastery learning by consulting the column headed "FY82 ITBS G.E. SCORES" or "MASTERY LEARN. INSTRUCT. LEVEL."
- the number of pupils who are within half a year of the national norms in reading, look in the "G.E. SCORES--RDG" column. Using grade 5 as an example, 5.8 is the national norm. A half year above or below the norm extends from G.E. 5.3 to 6.3. To find the number of pupils in this range, go down to 6.3 in the column "G.E. SCORES--RDG." The first pupil listed with 6.3 is Edwards, Tasha, the 13th pupil on the list. Then look for G.E. 5.3. Since there is no pupil who scored 5.3, use the nearest score above, which on the example is 5.4--the score for Warren, Rex, the 24th pupil on the list. By counting you can tell that there are twelve pupils with reading scores from 5.3 up to and including 6.3.

- pupils whose reading scores vary significantly from their mathematics scores, look at the columns marked "STANINE--RDG MATH." If the stanines in these two columns differ by two or more, this difference serves as a flag for a possible problem. For example, pupil number 2 has a reading stanine of 8 (G.E. 8.4) but a mathematics score of stanine of 4 (G.E. 5.2). You can also note that last year's reading and mathematics scores, G.E. 6.7 and 5.9, are somewhat consistent with this year's results. This information might indicate that the pupil needs some help in mathematics.

A summary of the stanine scores for each group follows the listing of individual pupil scores. Stanines are a type of standard score frequently used to focus attention on variations between scores which are large enough to make a difference. Stanine scores range between the numbers 1 and 9 and are interpreted as follows:

Stanines 1, 2, 3	Below average (below the 23rd percentile)
Stanines 4	Slightly below average (23-39th percentile)
Stanine 5	Average (40-59th percentile)
Stanine 6	Slightly above average (60-76th percentile)
Stanines 7, 8, 9	Above average (above the 76th percentile)

The printout lists the number of pupils in each grade for each stanine for both reading and mathematics. In the sample, 5 pupils had scores in stanine 3 for reading. Those 5 pupils are 12.5% of the total number (40) of reading scores reported. In mathematics 10 pupils, or 25%, had scores in stanine 5.

Notes:

1. The grade equivalent scores in the column "FY82 ITBS* G.E. SCORES--RDG. MATH" have been adjusted so that they are comparable with the new norms for the 1983 test.

2. All pupil information, except last year's ITBS scores, is taken from the pupil's test form. If any of this background information was filled out incorrectly, it will be blank or incorrect on this printout.

3. If last year's scores are not listed on the printout, this means that we could not get an I.D. match for the pupil. When this occurred, we left a dashed line on the printout for the principal to enter last year's scores.

4. If the teacher marked the pupil in the wrong grade, the pupil's name and information will appear in the grade the teacher marked and the stanine will be incorrect.

5. If the grade is unknown, the pupils will be listed separately at the end of the printout.

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CHICAGO PUBLIC SCHOOLS

IOWA TESTS OF BASIC SKILLS - FY83

SCHOOL: SAMPLE UNIT NO: XXXX

GRADE: 5 EXPECTED AGE: 10

	STUDENT NAME	I.D.	SPEC. CODE	AGE DEC.1	---FY83 ITBS--- G.E. SCORES RDG.	G.E. SCORES MATH	STANINE RDG.	STANINE MATH	FY82 ITBS(*) G.E. SCORES RDG.	G.E. SCORES MATH	MASTERY LEARN. INSTRUCT. LEVEL RDG.	MASTERY LEARN. INSTRUCT. LEVEL MATH	ROOM
1.	ADAM MELANIE	22146084		10	8.6	7.8	8	8	7.1	6.7	05	05	306
2.	WILLIAMS P	22148834		10	8.4	5.2	8	4	6.7	5.9	00	05	121
3.	HALL THOMAS	23965760		10	7.0	5.4	6	5	6.1	6.0	05	05	121
4.	JOHNSON JOHN	23705877		10	6.8	7.6	6	8	6.4	4.5	05	05	306
5.	BRANDNER YVET	22148563		10	6.8	6.1	6	5	-	-	05	05	121
6.	BROWN CLARENC	22149118		10	6.8	6.1	6	5	5.4	6.0	05	05	121
7.	DARE CHANDLER	22139693		10	6.5	5.4	6	4	3.7	2.6	05	05	121
8.	THOMAS MICHAE	22149745		10	6.5	5.3	6	4	-	-	05	05	121
9.	THOMSON RONIC	22164245		10	6.5	5.3	6	4	-	-	05	05	121
10.	SMITH ROLAND	22148966		10	6.4	5.5	6	5	5.9	5.3	05	05	
11.	KNOX RONALD	22144523		10	6.4	5.5	6	5		-	05	05	121
12.	THOMAS TIPOTH	22146106		10	6.4	4.9	6	4	5.9	4.9	05	05	121
13.	EDWARDS TASHA	25479386		10	6.3	6.0	6	5	5.2	5.3	05	05	121
14.	EASTON JOHN	27577466		10	6.3	5.7	6	5	-	-	05	05	121
15.	BESTER ERIC	27577987		10	6.3	5.7	6	5	-	-	05	05	121
16.	MARTIN NATHAN	22148969		10	6.0	5.1	5	4	5.2	4.1	05	05	121
17.	GARRETT ROY	23785587		10	5.7	6.3	5	6	4.1	6.0	05	05	121
18.	CHENSHAW LAUR	22147404		10	5.6	5.5	5	5	5.3	5.2	00	05	121
19.	CAROTHERS DEV	22146653		10	5.5	5.5	5	5	5.2	4.3	05	05	121
20.	ADAMS DON	22146076		10	5.4	5.3	5	4	4.9	4.5	05	05	121
21.	PARSON CATHY	22145289		10	5.4	4.8	5	4	-	-	05	05	121
22.	MATTHEWS TINA	22148236		10	5.4	4.8	5	4	5.3	4.1	05	05	121
23.	RICE WILLIAM	27577156		11**	5.4	4.6	5	3	-	-	05	05	121
24.	WARREN REX	27579921		11**	5.4	4.6	5	3	-	-	05	05	121
25.	BERRY TANYA	22147579		11**	5.2	4.9	4	4	5.6	3.8	05	05	306
26.	REISNER ANTOIN	22146807		10	5.0	7.1	4	7	5.6	4.5	05	05	306
27.	HAYES ROLAND	21434116		12**	5.0	5.1	4	5	4.9	4.6	05	05	306
28.	CAROTHERS DUSA	22148125	38	11**	5.0	4.9	4	4	3.7	3.7	05	05	
29.	JOHNSON HENRY		38	11**	5.0	4.9	4	4	-	-	05	05	106
30.	TYSON IAN	22146955		10	5.0	4.9	4	4	-	-	05	05	121
31.	HANNON JENNY	22147390		10	5.0	4.7	4	3	4.7	5.1	05	05	121
32.	JONES DARLENE	22146866		10	4.7	4.8	4	4	-	-	05	05	121
33.	TYSON MISSIE	22146955		10	4.4	4.4	3	3	4.2	4.8	05	05	121
34.	HANNON DONNA	21098507		11**	4.0	5.0	3	4	3.9	4.4	05	05	121
35.	JONES DANIEL	22146866		10	4.0	4.8	3	4	3.5	4.9	05	05	121
36.	STAFFORD KEVI	24474654		10	3.8	5.1	3	4	-	-	05	05	306
37.	RAIFORD KELLY	14474371		10	3.8	5.1	3	4	-	-	05	05	306
38.	ROBINSON ATON	23084627		11**	3.2	5.1	2	4	3.6	3.7	05	05	306
39.	LONG VERONICA	22146963		11**	3.0	5.0	2	4	3.3	6.2	00	05	121
40.	SHORT MARLENE	22146963		11**	3.0	5.0	2	4	-	-	05	05	121

(*) THE GRADE EQUIVALENTS REPORTED HERE ARE BASED ON NEW NORMS SO THAT THEY WILL BE COMPARABLE WITH THE 1983 TEST SCORES

(**) OVERAGE

CHICAGO PUBLIC SCHOOLS

IOWA TESTS OF BASIC SKILLS - FY83

SUMMARY FOR GRADE 5 SCHOOL: SAMPLE UNIT NO: XXXX

	STANINES									
	1	2	3	4	5	6	7	8	9	UNKNOWN
READING										
NUMBER OF STUDENTS	0	3	5	8	9	13	0	2	0	0
PERCENT OF STUDENTS	0.0%	7.5%	12.5%	20.0%	22.5%	32.5%	0.0%	5.0%	0.0%	0.0%
MATHEMATICS										
NUMBER OF STUDENTS	0	0	4	22	10	1	1	2	0	0
PERCENT OF STUDENTS	0.0%	0.0%	10.0%	55.0%	25.0%	2.5%	2.5%	5.0%	0.0%	0.0%

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COORDINATING SUPPLEMENTARY FUNDS IN A TOTAL SCHOOL ACTION PLAN

Besides the regular per capita allotment, many schools receive funds to conduct programs for particular categories of students, including State Title I funds distributed through the Office of Equal Educational Opportunity, Education Consolidation and Improvement Act Chapter 1 and Chapter 2 funds for disadvantaged students, and allotments for bilingual and special education students. Other resources include incentive grants to school staff and Adopt-a-School.

Planning for the most effective use of additional funds so that program results contribute toward overall school goals is an important aspect of the work of local school planning teams. The needs of specific groups of students are part of the overall school needs assessment, and instructional plans for those groups should be incorporated into the overall action plan.

Since the supplemental funds support various categorical programs which are administered and monitored separately, it is important for principals and planning committees to familiarize themselves with the guidelines governing expenditures for the programs in their schools. The following sections highlight some features and limitations of programs and indicate sources of planning assistance.

ECIA Chapter 1 and Chapter 2

The financial assistance allocated to an elementary or high school through Chapter 1 is to be used to meet the special needs of educationally disadvantaged children who live in eligible school attendance areas. A basic change in educational decision making has taken place in planning the ECIA program for the 1983-84 school year. Rather than selecting "packaged" instructional activities, schools are developing their own plans for using Chapter 1 funds to serve low-achieving students. Guidelines for planning a program that best suits local needs are found in "A Principal's Guide to ECIA Chapter 1: The Development of a Local School Compensatory Education Program Design." Schools that follow the guidelines carefully will be able to meet their students' priority needs and also remain in compliance with federal rules. Except for time spent in normal school duties, Chapter 1 personnel are expected to devote their services to the needs of Chapter 1 students, and materials purchased through Chapter 1 are to be used for those students. When planning individual programs, principals are asked to examine schedules to avoid enrolling students in too many separate activities.

ECIA Chapter 1 and Chapter 2 funds also support areas of the curriculum which follow systemwide patterns such as all-day kindergartens, ethnic heritage programs, programs for gifted and talented students, and various high school programs. In 1982-83, the High School Renaissance program included the In-School Suspension Learning Centers, Reading and Mathematics Learning Centers, Basic Academic Skills for Job Placement, and the Expanded School-Day Tutorial Program in reading and mathematics. Activities carried out in these programs were described in the narratives prepared by the Department of Government-Funded Programs.

State Title I

State Title I appropriations, including both line item and supplemental allocations, are used to fund a number of basic and nonquota school programs as listed in the Plan for Improvement of Instruction for Disadvantaged Students in the Chicago Public Schools. The State of Illinois has broad guidelines for programs utilizing supplementary funds which schools must follow when they prepare proposals to fit their allocations. The plans for State Title I that schools submit to district superintendents and the Office of Field Management are reviewed in the Office of Equal Educational Opportunity.

A proposed program must be consistent with local school goals and the objectives of the Student Desegregation Plan for Chicago as described in the "Guidelines for Coordinating Desegregation Implementation with School Action Planning." Schools which receive OEEO funds are urged to follow the needs assessment procedures outlined in the guidelines and to adopt the "Chicago Effective Schools Model."

Special Education

By law, special education pupils are entitled to the same per capita funding that all children receive. In order to provide them with a free, appropriate public education, additional local, state, and federal funds allotted to schools for particular special education pupils are to be spent on those pupils. Special education personnel are expected to devote all of their time assisting and instructing special education children, and materials purchased for special education are to be used for that purpose. Within these parameters, the principal, in consultation with the professional staff, should use discretionary funds to select the personnel and support services that best suit the program emphasis and special education needs of the local school. It is recommended that special education funds allocated for instructional purposes be encumbered as soon as they are released to the school.

An effective special education program will allow for ongoing staff supervision, principal/teacher conferences, and classroom observation to identify potential special education children.

Bilingual Education

A school may receive funds or personnel for limited-English-proficient (LEP) students from several sources. Allotments are made on the basis of specific needs of schools and specific populations, using the participant analysis count to determine the number of eligible LEP students. ECIA Chapter 1 schools may choose to spend some of their allotments on compensatory education programs with bilingual components. Desegregation funds are used to provide bilingual services in schools with low achievement records, ESEA Title VII monies serve LEP students needing special education, and other Title VII funds supplement the instructional program by providing teacher aides or other types of reinforcement to the regular program. Depending on their funding source, these programs will be visited by state or local evaluation teams.

SAMPLE ACTION PLAN FOR ELEMENTARY SCHOOL READING

INSTRUCTION

The median score for pupils at every grade level in reading as measured by last year's standardized achievement tests shall show a year's gain on this year's reading achievement tests.

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
1. Identify pupils below, at, or above grade level in reading.	Counselor/ IRIP teacher	June 1983		
2. Organize school to reflect grade placement of pupils according to achievement.	Principal	June 1983		
3. Select appropriate teaching materials.	Principal/text-book committee	Spring 1983		
4. Begin selection and development of program to serve pupils' needs. (ECIA, State Title I, Gifted, EEO, Bilingual, Special Education, etc.)	Principal/ parents/teacher committees	Spring 1983		
5. Determine goals and objectives for reading (schoolwide).	Entire staff	September 1983		
6. Distribute appropriate teaching materials.	Principal/ IRIP teacher	September 1983		
7. Implement Mastery Learning Reading Program.	IRIP teacher/ entire staff	September 1983		
8. Coordinate basal reading with CMLR.				
9. Provide for staff development to improve teaching skills and strategies.	Principal/ teacher committees	Ongoing		

Sample Action Plan for Elementary School Reading (continued)

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	COMPLETED	COMMENTS
10. Monitor pupil progress to insure proper pacing of instruction.	Principal/ IRIP teacher	Ongoing		
11. Develop a total reading program covering listening, reading, speaking, and writing.	Principal	September 1983		
12. Analyze essential data for feedback to check on mastery of material.	IRIP teacher/ principal	Monthly		
13. Provide for remediating and regrouping pupils according to need.	Classroom teacher/prin.	Ongoing		
14. Explain reading program, goals, and grade requirements to parents.	Principal	September Ongoing		
15. Recognize and reward pupils for reading achievement.	Principal	Ongoing		

This page is an example of the description of plans for event #7, "Implement Mastery Learning Reading program," from the sample Action Plan.

INSTRUCTION

Describe plans for reading instruction at the school site. Indicate kinds of classes planned, grouping patterns, and special features. These plans should expand upon the Key Events section.

	In-School Monitoring Procedures
7. Implement Mastery Learning Reading program.	
a. Assign CMLR level for each student. Determine from records available (last year's classroom chart).	a. Principal, IRIP teacher, and classroom teachers
b. Obtain and distribute CMLR materials to each classroom teacher.	b. Principal/IRIP teacher to check
c. Inservice teachers on procedures to be used for pacing and reporting of progress. Minimum mastery expectations to be determined by 10-week unit organization on classroom charts.	c. Periodic (monthly) monitoring to see that pacing goals are met
d. Hold appropriate student orientation sessions to insure understanding of requirements for mastery of materials and promotion. Review grading procedures.	d. Classroom teacher presents sessions
e. Speak to parents about CMLR materials. Go over goals and requirements for promotion. Have materials available for parents to review.	e. Principal/IRIP teacher conduct meetings
f. Provide for reteaching of skills to children unable to reach mastery with rest of classroom.	f. Counselor and IRIP teacher to assist
g. Hold periodic sessions with teachers to discuss use of mastery learning materials, review progress, and use of Learning Vocabulary Strategies and Applying Comprehension to Fiction and Nonfiction.	g. Principal/IRIP teacher to determine whenever necessary

Describe plans for reading instruction at the school site. Indicate kinds of classes planned, grouping patterns, and special features. These plans should expand upon the Key Events section.	In-School Monitoring Procedures
h. Have unit mastery reports submitted after completion of each unit and record on school charts for each grade.	h. Principal/IRIP teacher to collect and maintain
i. Monitor CMLR in classroom.	i. Principal to check lesson plans/observe classroom instruction
j. Report progress to parents.	j. Report card conferences and informational reports when improvement is needed

SAMPLE ACTION PLAN FOR HIGH SCHOOL READING

INSTRUCTION

KEY EVENTS	PERSON OR POSITION RESPONSIBLE	TARGET DATE	DATE COMPLETED	COMMENTS
1. Identify students for placement in reading laboratory.	Counselor	Sept. 7		
2. Appoint a faculty committee to plan for the teaching of reading in the subject areas taken by most freshmen.	Principal	Sept. 7		
3. Present faculty committee's plan to department chairpersons.	Faculty committee	Oct. 4		
4. Implement committee recommendations.	Principal/department chairpersons/faculty	Oct.-May		
5. Hold two staff development meetings for appropriate faculty on the teaching of reading in subject areas.	Principal/department chairpersons	Oct. 27 Feb. 23		
6. Monitor implementation of program.	Principal/department chairpersons	Oct.-May		
7. Assess program.	Principal/department chairpersons/committee	Feb. 7-11		

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ACTION PLAN CHECKLIST

	YES	NO	PLANS IN PROGRESS
1. Do you have an Action Plan committee? (members may be listed below)			
_____ (principal) _____	___	___	___
_____ _____			
_____ _____			
2. Does your school plan include the following:			
. timeline	___	___	___
. review and revision procedures	___	___	___
. communication network	___	___	___
. parent orientation	___	___	___
. community/parent involvement	___	___	___
3. Have you conducted a needs assessment for students and staff?	___	___	___
. Do you have plans for its implementation in the program?	___	___	___
4. Do the teachers have Action Plans that include the following:			
. sequential objectives, materials and strategies used	___	___	___
. time allotment	___	___	___
. provisions for meeting needs for all students below, at, and above grade level	___	___	___
. teacher strategies to assess student progress	___	___	___
5. Do you have procedures for articulation from grade to grade and to other school sites?	___	___	___
6. Do your plans include the following:			
. multicultural activities	___	___	___
. interdisciplinary approach	___	___	___
. career education			
. desegregation efforts			

ACTION PLAN
CHECKLIST

	YES	NO	PLANS IN PROGRESS
7. Do you have a staff development plan to meet instructional needs?	___	___	___
8. Does your school Action Plan include these minimum factors:			
. teacher and parent involvement in decision making	___	___	___
. building security and cleanliness	___	___	___
. solutions for attendance problems	___	___	___
. vandalism reduction plan	___	___	___
9. Does your school have a specific action committee in the area of:			
. curriculum	___	___	___
. attendance	___	___	___
. discipline	___	___	___
. _____	___	___	___
. _____	___	___	___

New Statistics

Roster

Grade 4 Expected age

	Student Name	I.D Special Code	Reading G.E. '83	Math G.E. '83	Reading Stanines	Math Stanines	Reading G.E. '82	Math G.E. '82	Age	Mastery Learning
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

Suggestions:

83-84 Grade Placement

83-84 Room Assignment

83-84 Special Programs